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WILL DESTROY

Executive Registry
10-6270

Honorable Frances P. Bolton
House of Representatives
Washington 25, D. C.

Dear Frances:

You will find enclosed a statement of our Language Development Program which has been in effect now for approximately two years. This Program is presently working very successfully. Over the long run I expect it to pay great dividends to the Agency.

I believe, as you do, that employees of this Government who are engaged in official activities abroad must acquire the local language and a knowledge of the area in which they are to conduct their activities. Our Language Development Program and our other training programs are designed to accomplish this objective.

I hope you will find our Language Development Program an interesting approach to the problem and if you would like more information or details, please let us know.

Sincerely,

Allen W. Dulles
Director

Enclosure
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OGC/LC:JSW:mks (7 August 1958)

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THE CENTRAL INTELLIGENCE AGENCY

LANGUAGE DEVELOPMENT PROGRAM

In 1955 an intensive study was initiated to determine the best method to increase the competence of CIA personnel in foreign languages. The general objectives of the language program were to be:

First, that personnel should have a working knowledge of at least one or more of the widely spoken languages--such as French, German, Spanish and Russian. Not only would this language ability prove valuable in day to day work, but it would increase understanding of foreign peoples and ideas.

Second, that a pool of individuals who together would have competence in all of the languages of the world should be developed. This took account of the unexpected needs that can arise for linguists, as well as daily demands. It also recognized the value in making friends by being able to speak to people in their own tongue. Further, it noted the increasing importance of Africa and Southeast Asia, and of the limited competence in the languages spoken in these areas.

Third, the program was to be directed not only at developing a language competence, but, equally important, at encouraging all personnel to maintain their language ability.

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In developing a program it was recognized that with limited manpower it would be necessary to build up language competence simultaneously with performance of daily tasks. Therefore incentives would be needed to encourage personnel to work on their languages in off-duty hours.

The Language Development Program was put into effect on 4 February 1957. It provides a system of cash awards for those employees who learn a language, and annual payments for those who maintain or increase their language competence. These awards range from $50 to a maximum of $1200, depending on the degree of difficulty of the language and the degree of proficiency acquired. Employees who learn a language during off-duty hours receive twice the amount that is received by those who acquire languages during duty hours.

Awards for learning a language are made only after an employee has passed oral and written exams which indicate the degree of proficiency.

Awards for proficiency are divided into two categories: specialized and comprehensive, each with three scales--elementary, intermediate and high. Specialized proficiency is either primarily in speaking only, or primarily in reading and translating only. Comprehensive, on the other hand, requires proficiency in speaking, reading and writing.

The languages are divided into three groups in order of increasing difficulty:

The first group of ten languages is composed principally of the Nordic and Romance languages, and awards range from $50

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for an elementary skill in a specialized use of the language, to $400 for high-comprehensive proficiency. Annual awards for maintaining a proficiency in one of these languages range from $200 a year for high-comprehensive ability to nothing for only an elementary ability in either comprehensive or specialized uses.

The second group of languages consists of 26 different tongues including Russian, Hindi, Urdu and Swahili. Awards for achieving ability in any of these languages range from $100 for an elementary skill in specialized use, to $800 for acquiring a high-comprehensive ability. Annual maintenance awards commence with intermediate-specialized knowledge at $100 and range up to $400 for maintaining high-comprehensive skill.

The third group of languages consists of three: Chinese, Japanese and Korean. Awards for learning any of these start at $200 for elementary-specialized ability, and up to $1200 for high-comprehensive. Annual maintenance awards start with intermediate-specialized at $200 a year and go up to $600 a year for high-comprehensive ability.

In administering the program a Qualifications Register is maintained, with a Language Data Record on each individual with linguistic ability. No achievement awards will be made for proficiency possessed at the initiation of the program, or possessed when entering on duty with the Agency. No maintenance awards will be paid for comprehensive proficiency acquired

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prior to employment by residence abroad, or where linguistic ability was the primary reason for hiring. The program is open to all personnel except those who have not applied for Career Service status, or those who have been turned down by the Career Service. In some cases the program is open to the wives of staff employees, where linguistic ability on their part is important to the work of their husbands.

In order to provide the facilities necessary for the program, the Language and Area School maintains two fully equipped language laboratories. In these laboratories work with recorded material predominates. Students can listen to tapes made by experts and then record their own pronunciation on erasable tapes to check their progress. The school has 10,000 tapes in forty languages and the laboratories are open from 7:30 a.m. to 8:30 p.m. daily, and from 10:00 a.m. to 2:00 p.m. on Saturdays. The program also provides for sending students to other regularly established language schools.

Class sections are organized with a minimum of five and a maximum of nine students. Each class has five hours of instruction per week, plus seven hours of outside study and language laboratory work. The average course lasts for 16 weeks. To accommodate personnel who wish to study languages during non-duty hours, morning classes are held from 7:15 to 8:15 a.m. and evening classes from 5:30 to 7:30 p.m.

In order to provide sufficient instructors to accommodate the number of personnel seeking to learn or improve their languages under this incentive

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program, volunteers were sought among linguistically qualified employees. Some 100 CIA officers volunteered to be teachers in the before or after duty classes, and are paid for this work at the standard government overtime rates. Wives were also permitted to volunteer to instruct if they possessed native fluency in a language. The wives are generally hired at an hourly rate for a workday ranging from two to eight hours.

As of January 1958, there were 350 students taking the voluntary, non-duty-hour language training program in addition to 208 individuals studying languages during duty hours. The 350 taking voluntary language training were enrolled in 47 courses in 12 different languages: Arabic, Czech, Greek, Chinese, Finnish, Persian, Polish, Russian, Italian, French, Spanish and German.

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MEMORANDUM FOR: **THE DIRECTOR**

Attached is a proposed letter for your signature to Mrs. Bolton. The letter encloses a copy of our Language Development Program. This particular write-up of the Language Program has been sent forward previously to Senators Saltonstall and Mansfield.

Recommend signature.

(signature)

Legislative Counsel

7 August 1958
(DATE)

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FORM NO. 101 REPLACES FORM 10-101
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